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AUTHOR	Hamlin, Thomas M.
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ABSTRACT

In an effort to discover the number of migrant children that leave the migrant stream and enter the urban area of Rochester, New York, the State University College at Geneseo, New York, sponsored this 1968-69 study. The purpose was to determine if the migrant child is adequately cared for when he enters the urban area and if the educational institutions adequately provide for him. It was believed that the study would also give a picture of the approximate number of migrant children entering other urban areas of New York State. Interviews were conducted among approximately 433 migrant families. Teachers of the migrant children were also interviewed, and contacts were made with local agencies that provided aid to families. General findings are reported in terms of demographic data, and the migrant child's school grades (reading and mathematics), behavior, and attendance. Special projects (Federal, state, foundation, and experimental) available to the migrant are described in the document, and 10 conclusions are cited. (EL)

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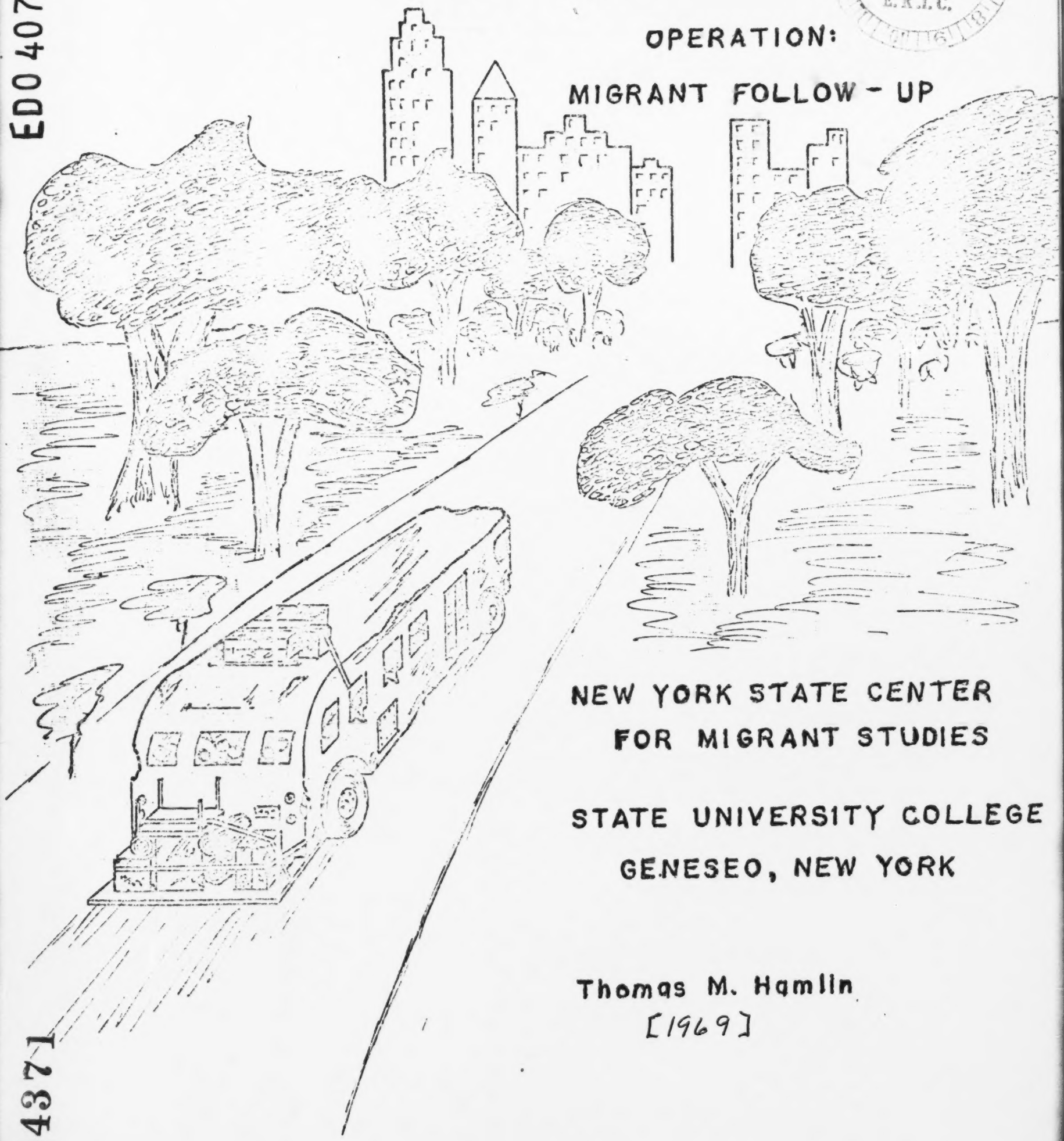
MIGRANT FOLLOW - UP



NEW YORK STATE CENTER FOR MIGRANT STUDIES

STATE UNIVERSITY COLLEGE GENESEO, NEW YORK

Thomas M. Hamlin

[1969]

RC004371

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I. DEFINITION OF A MIGRANT

For the purpose of this study, a migrant child is: "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other members of his immediate family might secure employment in agriculture or in related food processing activities."

Public Law 90-247 amended the definition by adding "...with the concurrence of his parents, a migratory child of a migratory agricultural worker shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under Title I, as amended by Public Law 89-750."

II. STATEMENT OF NEED

To discover if the migrant child is adequately cared for when he leaves the migrant stream and enters our urban areas. Does our educational institution adequately provide for these youngsters? Does our urban community meet the needs of this youngster and his family? This study will attempt to answer these questions.

III. DESCRIPTION OF PROPOSED STUDY

A. To discover the number of migrant children that leave the migrant stream and enter the urban area of Rochester, New York, for the school year, 1968-1969. (This may give us a picture of the approximate number that are entering other urban areas of New York State.)

B. To follow these children throughout the school year to discover how they fit into urban life

1. School grades (reading and mathematics)
2. Behavior
3. Attendance
4. Contacts with agencies (welfare, Family Courts, etc.)

C. To discover how many Title and OEO Programs they automatically come under as they become a part of the inner city.

IV. PROCEDURE

Step 1. Screened approximately 8000 new entrant forms

A. Check the last place of residence to see if it might be a migrant pocket

B. Check parent's occupation (only 2 families indicated on this form that the occupation was fruit or harvest picker).

Step 2. Interviewed approximately 433 families that were possible migrants. (This was the most difficult step because most interviews had to be conducted in the evenings or week ends because parents worked; also most families were reluctant to admit they had been in the migrant stream.)

Step 3. Discovered the schools in which the migrant children were enrolled. (This step was also difficult due to the fact that the majority of the migrant families that remained moved at least once, and, in several cases, moved several times during the school year.

IV. PROCEDURE

Step 4. Interviewed the individual teachers of these children as to grades, behavior, and attendance.

Step 5. Contacted local agencies to determine if any of these families were active with them. This was difficult because agencies keep all information confidential to protect their clients. I was able to find the number on welfare because during the interviews the people were asked this question and answered quite willingly.

Step 6. Searched all special projects (Title I, OEO, etc.) to determine which ones were available to these new entrants from the migrant stream.

V. FINDINGS

A. 443 probable migrant families were interviewed

B. 195 school-age migrant children were discovered living in Rochester, New York, and attending public school for the school year 1968-1969.

C. 73 school-age migrant children moved back down South before the first semester ended. The two major reasons for returning South were: (1) housing, (2) Rochester winter weather (not necessarily in that particular order).

D. 122 school-age migrant children remained in Rochester, New York, for the entire school year.

E. The above 195 school-age migrant children came from 9 States and 57 localities within those 9 States. The largest contributer was the State of Florida with 19 communities represented. The State of Georgia was second with 14 communities represented. These States and the communities within the States are listed on the following page.

Florida

Sanford	DeLand	Lakeland
Fort Pierce	Orlando	Ocala
Havana	Bradenton	St. Petersburg
Lake Wales	Green Cover Springs	Bartow
Belle Glade	Perry	Chattahoochee
Dero Beach	Monticello	Inverness
	Taft	

Georgia

Perry	Augusta	Fitzgerald
Sylvania	Montezuma	Sole City
Atlantic	Calvary	Lumpkin
Macon	Dawson	Rochelle
Newton		Damascus

Alabama

Ozark	Anniston	Union Springs
Clayton	Eutaw	Abbeyville
Montgomery		Camden

South Carolina

Charleston	Williamsburg	Kingstree
Andrews	Orangeburg	Lancaster

Mississippi

Tunica	Coahoma	McComb
	Tippo	

North Carolina

Clarkson	Rocky Mountain	Wilmington

Virginia

Accomac

Arkansas

West Memphis

Louisiana

(?)

V. FINDINGS

F. School Grades - September 1968

1. Reading:

   a. 59.4% entered the City School System of Rochester below grade level.

   b. 37.8% entered on grade level.

   c. 2.8% entered above grade level.

2, Mathematics

   a. 62.1% entered the City School System of Rochester below grade level.

   b. 35.1% entered on grade level

   c. 2.8% entered above grade level.

In the case of kindergarten above, the New York State Readiness Tests were used.

G. School Grades - June 1969

1. Reading

   a. 20.3% showed marked improvement (1 year or better).

   b. 59.4% showed some improvement (under 1 year).

   c. 20.3% showed no improvement.

2. Mathematics

   a. 18.9% showed marked improvement (1 year or better).

   b. 56.7% showed some improvement (under 1 year)

   c. 24.4% showed no improvement.

H. Behavior

a. 94.6% of the children were reported by their teachers to have excellent behavior.

b. 5.4% of the children were reported by their teachers to have poor behavior.

I. Attendance

a. 81.1% of the children were reported by their teachers to have excellent attendance.

b. 13.5% of the children were reported by their teachers to have fair attendance.

c. 5.4% of the Children were reported by their teachers to have poor attendance.

J. Contacts with local agencies

a. Welfare - approximately 30% of the children were in families that had applied or were in the process of applying for welfare. This information was gathered when the families were interviewed. All the above families in this category were separated from the father for one reason or another. It should be noted here that the remaining 70% of the children had a father in the home who worked a steady job, usually construction.

b. Family Court - None of the families included in this study were involved with Family Court up to the time of this writing.

c. Police (Juvenile) - None of the children included in this study were accused or arrested for a juvenile crime up to the time of this writing.

K. Special Projects - Federal, State, Foundation, Experimental

The Special Projects on the following pages were available during the school year 1968-1969 to the Migrant children included in this study.

TITLE I. ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

ART ACTION CENTERS

A center in each of six inner-city public elementary schools and one parochial school provides opportunities for elementary school students to create in the area of sculpture and constructions. A variety of three-dimensional materials and appropriate tools are used to develop creative expression, help children who have difficulty expressing themselves verbally, and reduce emotional tensions in these children.

Schools: 2, 5, 6, 9, 14, 27, and the School of Holy Childhood

Mr. Burt Towne
Telephone: 232-4860

CLASSES FOR EMOTIONALLY DISTURBED CHILDREN

Four classes, each with ten children, have been formed to educate children whose emotional problems make it impossible for them to function in a regular classroom.

School Number 5, 555 Plymouth Avenue North

Mr. Robert Lays
Telephone: 647-1221

Mr. Calvin Lauder
Telephone: 454-5360

INSTRUCTIONAL MATERIALS CENTER

Fully equipped and staffed libraries are provided in nine inner-city elementary schools. A variety of instructional materials such as books, filmstrips, records, and the like are used to stimulate interest in reading as well as in independent study.

Schools: 5, 6, 9, 14, 27, 29, 30, 36, 39

Mrs. Betty Graff
Telephone: 544-3030

ELEMENTARY SCHOOL COUNSELING

Full-time counselors have been provided in four elementary schools to work with teachers, parents, and children to develop within youngsters a clearer awareness of who they are, and the opportunities available to them in the world of work. Specific efforts are made with underachievers who, because of limited cultural background and other factors, currently are not making maximum use of their potential. Emphasis is on relating school activities to work and to the training required for future careers.

Schools: 3, 6, 14, 27

Mr. John T. McGurie
Telephone: 454-5360

ENGLISH AS A SECOND LANGUAGE

Trained instructors teach English to those pupils who are not able to read, write, or speak the language well enough to function in English-speaking classes. Instruction is in small groups.

Schools: 9, 14, 20, 27, 5, 17, 8, Franklin, Monroe, St. Bridget's, Mt. Carmel, St. Francis Xavier, St. Michael's

Mrs. Eleanor Burgess
Telephone: 454-5360

FAMILY NURSERY SCHOOL

The Family Nursery School consists of 18 groups of 15 three and four year olds, each of which meets half-a-day five days a week. Parents are encouraged to participate as teacher aides or as part of a Father Corps.

Office: No. 26 School, 135 Bernard Street

Mr. Paul Moore
Telephone: 544-7480

Dr. Joseph Wagner
Telephone: 544-7520

IMPROVING BASIC READING SKILLS

This program is designed to help children learn to read better and to help teachers learn to teach reading more effectively through inservice training. It is in operation in eleven parochial and nine public inner-city schools.

Schools: 4, 9, 14, 19, 20, 27, 29, 15, 17, Corpus Christi, Holy Redeemer, Immaculate Conception, Mt. Carmel, St. Boniface, St. Bridget's, St. Francis Xavier, St. Lucy's, St. Michael's, St. Peter & Paul and St. Theresa.

Mrs. Olga Vaughn
Telephone: 325-7760

INCREASED PROVISION FOR FIELD TRIPS

Many inner-city children know little about the world outside their immediate neighborhood. The Field Trip program is planned to introduce these children to different modes of life, different ways to make a living, and to bring to them live drama and music.

Schools: 3, 4, 6, 9, 14, 19, 2, 20, 27, 5, 15, 17, 13, Madison, Franklin, West, Corpus Christi, Holy Redeemer, Immaculate Conception, Mt. Carmel, St. Boniface, St. Bridget's, St. Francis Xavier, St. Lucy's, St. Michael's, St. Theresa and St. Peter & Paul

Mr. Harvey Granite
Telephone: 325-7510

IMPROVING EDUCATION OF HIGH SCHOOL UNDER-ACHIEVERS

By reducing the class load of eight teachers of low achieving seventh, eighth, and ninth grade students at Franklin High School, adding special materials, and giving the part-time assistance of an expert teacher-coordinator, more time will be available for team-planning, materials preparation, and individualized help for students. A teacher aide from the community helps in parent and agency support for the program.

Benjamin Franklin High School

Dr. George Rentsch
Telephone: 232-4860

Mr. Pincus Cohen
Telephone: 467-3131

INTER-CITY AUDIO-VISUAL BUS TRIPS

To broaden the scope of cultural and civic experiences for inner-city children, a bus has been designed to permit instruction about the area visited and related subject areas by means of movies, filmstrips, and slides projected on a rearview screen. Trips will be made to major cities and historical sites in western New York.

Schools: 2, 3, 4, 9, 14, 19, Immaculate Concention, St. Bridget's, St.Michael's, Mt. Carmel, St. Lucy's, St. Peter & Paul

Mr. Harvey Granite
Telephone: 325-7510
Mr. John Carlevatti

LEARNING SKILLS CENTER

Five classes for high school students on psychiatric exemption have been set up in a non-school building. The classes are designed to help these students toward a better self-image and assist them to become capable of continuing their education or to become enrolled in a vocational program.

Mr. Calvin Lauder
Telephone: 454-5360

Mr. Robert Lays
Telephone: 647-1221

SPEECH AND HEARING THERAPY

Six itinerant speech therapists work with children in the inner-city schools, public and parochial, who have defective speech and/or hearing.

Schools: 3, 5, 6, 13, 14, 19, 20, 27, 36, St. Bridget's, Mt. Carmel, St. Lucy's Immaculate Conception, St. Francis Xavier, St. Michael's, Holy Redeemer, St. Theresa, Corpus Christi, St. Peter & Paul, St. Boniface

Mrs. Eleanor Burgess
Telephone: 454-5360

PUPIL TRANSFER PLANS

This program includes several major programs which involve the transfer of inner-city children to other public schools in the more affluent areas of Rochester, to improve racial balance and to improve the educational attainment of the children.

Schools: 3, 4, 6, 9, 14, 19, 2, 20, 27, Madison

Mr. Harvey Granite
Telephone: 325-7410

STRENGTHENING INSTRUCTION IN COMPOSITION

This project is intended to improve writing, reading, and general school performance for disadvantaged students of Madison High School by strengthening their instruction in composition. Four classroom teachers have been added to the English department, thus reducing the class load of all English teachers. A variety of supplementary reading material has also been provided. A coordinating teacher aids this program as well as other disadvantaged secondary school students.

Madison High School

Mr. Guy Mann
Telephone: 232-4860

Mr. Harvey Granite
Telephone: 325-7510

TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

WORLD OF INQUIRY SCHOOL

The World of Inquiry School is designed to involve all of the resources of the entire metropolitan community in planning and implementing an innovative, exemplary, integrated school. The School has a multi-facial, multi-age, non-graded student body. In providing for continuous progress for each student and in offering frequent opportunities for dynamic interaction, it is anticipated that racial attitudes and self-image will be improved. Incorporated into this project is a plan for demonstrating and disseminating the exemplary aspects of this program to area schools and teachers.

46 Moran Street

Mr. William Pugh
Program Administrator
Telephone: 436-9370

DOWNTOWN SATELLITE SCHOOL AND COMMUNITY RESOURCES PROGRAM

The Downtown Satellite School is housed on the fourth floor of Sibley's in the heart of the business area of the city. It functions as an adjunct of the World of Inquiry Interim School. Both schools will utilize identical agencies and community resources and will employ similar teaching methods. The Downtown Satellite School will provide contact and experience with the world of business and commerce. The public, too, will be given the opportunity to see quality integrated education in action.

172 Genesee Street

Mr. Albert Mellican, Administrator
Telephone: 436-1500

SPAN

Project SPAN provides fourteen School Parent Advisers for the Neighborhood in economically distressed areas of Rochester. The major purpose of these School Parent Advisers is to open lines of communication between the school and home and to enlist the help of the community on behalf of children who live in these neighborhoods. The Parents Advisers give advice and encouragement to parents, increase community involvement in urban problems, and assist teachers in gaining insights into urban educational problems.

172 Genesee Street

Mr. Bobby Saucer, Administration
Telephone: 436-1500

CLEARING HOUSE FOR STUDENT ASSISTANCE

In order to offer financial assistance to needy students in the Rochester area this project will gather, compile and keep all current information regarding available funds for scholarship purposes. The Fund Administrator will work closely with the Rochester City School District, the Center for Cooperative Action and various business, industrial, cultural and social organizations to realize the potential which exists in the economically distressed areas of the city.

172 Genesee Street

Mr. Paul Pierce, Fund Administrator
Telephone: 436-1500

COMMUNITY TEACHERS

The Community Teachers program is designed to develop a positive relationship between home and school. Parents, child and teacher are involved in learning experiences in the home throughout the school year. It provides some instruction for the suspended youngster. The exempt child has experiences in group learning. Headstarters have a continuation of their summer program; and preschoolers engage in specific play-learning patterns required to participate successfully in school. The families who will participate in the program will be those recommended by the schools, settlement houses, social agencies and the School-Parent Adviser for the Neighborhood.

172 Genesee Street

Sister James, Administrator
Telephone: 436-1500

URBAN-SUBURBAN TRANSFER PLAN

The overall objective for the Urban-Suburban Transfer Plan is to implement and administer programs designed to reduce racial isolation within and outside the City School District of Rochester. Three suburban school districts and one college campus school participated in this program during the 1967-68 school year. Ten districts and two colleges have been involved during the 1968 summer session.

13 Fitzhugh Street South

Mr. Norman Gross, Administrator
Telephone: 325-4560

TITLE VI, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SPEECH AND HEARING THERAPY FOR HANDICAPPED CHILDREN

Speech and Hearing therapists assigned to elementary schools housing orthopedically handicapped and hard of hearing pupils.

Schools: No. 29 and 31

Mrs. Eleanor Burgess
Executive Office Building
36 Main Street West
Rochester, New York 14614
Telephone: 454-5360

ITINERANT RESOURCE TEACHERS FOR HARD OF HEARING STUDENTS

Resource teachers to furnish ancillary tutorial instruction to hard of hearing pupils attending regular grades.

Mrs. Eleanor Burgess
Executive Office Building
36 Main Street West
Rochester, New York 14614
Telephone: 454-5360

HOME-HOSPITAL TEACHERS FOR PHYSICALLY AND EMOTIONALLY HANDICAPPED

Additional home-hospital teachers to supplement instructional program for pupils unable to attend school becuase of physical or emotional conditions.

Miss Winifred Brumber
Executive Office Building
36 Main Street West
Rochester, New York 14614
Telephone: 454-5360

OFFICE OF ECONOMIC OPPORTUNITY

FAMILY CHILDREN'S CENTER

Serving approximately 90 infants, toddlers and 3 and 4 year old children, the Family Children's Center employs teacher-teacher aide teams to meet the needs of the children and their parents. Aides, under the guidance of a social worker, are responsible for making home contacts with the parents of children in the program. Parents are encouraged to use the Center for social as well as educational purposes.

Neighborhood Service Information Center
424 Plymouth Avenue South
and
559 and 552-554 Clinton Avenue North

Mrs. Elizabeth Moran, Assistant Project Director
Telephone: 544-7580

FOLLOW THROUGH

Operation Follow Through is an educational program designed to capitalize on the gains achieved by children in Head Start or similar programs. Stressed, is a teacher-teacher aide team approach to meeting the individual needs of children in an enriched, full-day, kindergarten program. The ratio of adults to children is approximately one to six. This year the program has been expanded to continue with a group of children through the first grade.

No. 26 School
135 Bernard Street
Telephone: 544-1825

Mr. Andrew Brandston, Project Supervisor

VOCATIONAL EDUCATION ACT OF 1963 - (PL-88-210)

OCCUPATIONAL EDUCATION

VEA Funds are used to provide new programs such as Air Transportation, Baking and Distributive Education to secondary school students.

* To secondary school students

High School Annexes for Occupational Education:
303 Whitney Street
359 Main Street East
55 Monroe Avenue

Edison Technical and Industrial High School
725 Clifford Avenue

Mr. Edgar J. Hollwedel
13 Fitzhugh Street South
Telephone: 325-4560

STATE EDUCATION DEPARTMENT OF THE STATE OF NEW YORK

REGIONAL PRE-KINDERGARTEN DEMONSTRATION CENTER

Sixty children, three and four years of age, from families of varied educational, cultural and socio-economic backgrounds are served by this unique demonstration Center. The Center serves as a resource center for school administrators and pre-kindergarten and kindergarten teachers from the greater Rochester area. Visitors to the program, which includes the use of Closed Circuit Television, are welcomed.

No. 26 School
135 Bernard Street

Miss Elizabeth Staub, Assistant Project Director
Telephone: 544-7420

NATIONAL INSTITUTE OF MENTAL HEALTH

PRIMARY MENTAL HEALTH PROJECT — A project to establish programs for the early detection and prevention of emotional disorder and to develop models for utilization of non-professionals in a comprehensive approach to early secondary prevention. Recruitment, training and supervision of non-professionals is the responsibility of psychology and social work.

No. 44 School

School Psychologist, Mr. Louis D. Izzo

School Social Worker, Mrs. Mary Ann Trost, A.C.S.W.

PROJECT ABLE - SECTION 3602, SUB. 15, STATE EDUCATION LAW

PROJECT BEACON — A cultural enrichment program for inner-city youngsters in grades K-3 in schools 2, 6, 9, 15, 27. This project concentrates on the development of resource materials for the classroom which will aid in the positive ego development and acquisition of basic skills applicable to the student population served.

555 Plymouth Avenue North

Mr. John M. Franco, Director
Telephone: 454-7080

CITY SCHOOL DISTRICT, EASTMAN KODAK, N.Y.S. EMPLOYMENT SERVICE -- N.Y.S. BUREAU OF GUIDANCE

ROCHESTER CAREER GUIDANCE PROJECT — A research project to develop and test materials appropriate for youngsters in each grade, K-12, to explore and plan for the world of work as a total life plan.

P.P.S. Division, City School District

Mr. John. T. McGuire, Guidance Director
Telephone: 454-5360

VI. CONCLUSIONS

A. The majority of migrant children leaving the migrant stream are below grade level in the areas of reading and mathematics.

B. The majority of migrant children enrolled in the City School District of Rochester, New York, showed improvement in the areas of reading and mathematics the first year enrolled.

C. Educationally, the migrant child fairs quite well his first year in an urban setting. The reasons for this are: (1) even though the migrant child is a minority within a minority, he is a part of the majority in an inner-city setting, (2) the migrant child is exposed to many special projects and innovations in teaching that are not found in smaller areas.

D. There is a strong carry-over in respect for adults and authority during the migrant child's first year in an urban setting. This is pointed out by their excellent behavior in school and the absence of any juvenile crimes committed.

VI. CONCLUSIONS

E. The excellent school attendance records of the migrant children shows tremendous concern on the part of the parents for their children to get an education.

F. This study points out the fact that migrants are a hard-working group of people. Only those families where there were no fathers applied for welfare.

G. The term "migrant" is frowned upon by migrants.

H. Most migrants will not admit they have been in the migrant stream. This is due to the fact that many of them are taken advantage of when they move into an urban setting. (The "city slicker" selling the "country cousin" the Brooklyn Bridge.)

I. The migrant family does not fair well with housing when they enter the urban community. Because housing is a tremendous problem to begin with in urban areas, the migrant must take what is left. Quite often this housing is as bad as what they had while in the migrant stream. This housing problem was one of the main reasons for so many of the migrant families returning South.

VI. CONCLUSIONS

J. There are more migrant families leaving the migrant stream and entering urban areas than people realize. I discovered 195 migrant children this year. I know that at least 100 more migrant children entered as well, but, because the parents would not admit to ever having been in the migrant stream, I could not honestly include them in this report.

CITY SCHOOL DISTRICT — ROCHESTER, NEW YORK

REGISTRATION BLANK

25

To the Parent: Please fill in the following information — School No.....Grade.....Date.....

Entering from.....Has attended School No.....

Name of Pupil.....
Last — First — Middle

Address.....
Number — Street — Zone

Birthdate.....
Month — Day — Year

Sex ☐ Male ☐ Female

NOT to be filled in by Parent
Full name of child exactly as it appears on document used to establish date of birth.

.....

Place of Birth.....
City, Town, or Village — County — State — Country

NOT to be filled in by Parent

Evidence of Age: ☐ Birth Certificate ☐ Baptismal Certificate ☐ Passport .....Other Evidence

Checked by.....
Name — Position — School — Date

ID. Number

	Father (Or Adults with whom child lives)	**Mother**
Name	.....	.....
Relationship	☐ Own ☐ Step ☐ Foster ☐ Guardian ☐ Other	☐ Own ☐ Step ☐ Foster ☐ Guardian ☐ Other
Present Occupation	.....	.....
Present Employer	.....	.....
Name of Pupil's OWN PARENT	.....	.....
(If other than above)	☐ Living ☐ Deceased	☐ Living ☐ Deceased
Telephone	..... Home	..... Business
(For school to use in case of need.) If no 'phone in home, parent may be reached at	..... Name	..... Address — Number

All Children in Family

(Oldest to youngest, including stepchildren)

Name	Date of Birth	Name	Date of Birth
1.....	.....	6.....	.....
2.....	.....	7.....	.....
3.....	.....	8.....	.....
4.....	.....	9.....	.....
5.....	.....	10.....	.....

Does your child require glasses?..... Does your child have difficulty with speech?.....

Is your child left-handed?..... Does your child have difficulty with hearing?.....

Item No. 85

SCHOOL_____

Address	Former Address	Birthdate	January 19__				June 19__				Title & OEO Programs Involved	Contacts with Community Agencies
			Reading	Mathematics	Attendance	Behavior	Reading	Mathematics	Attendance	Behavior		